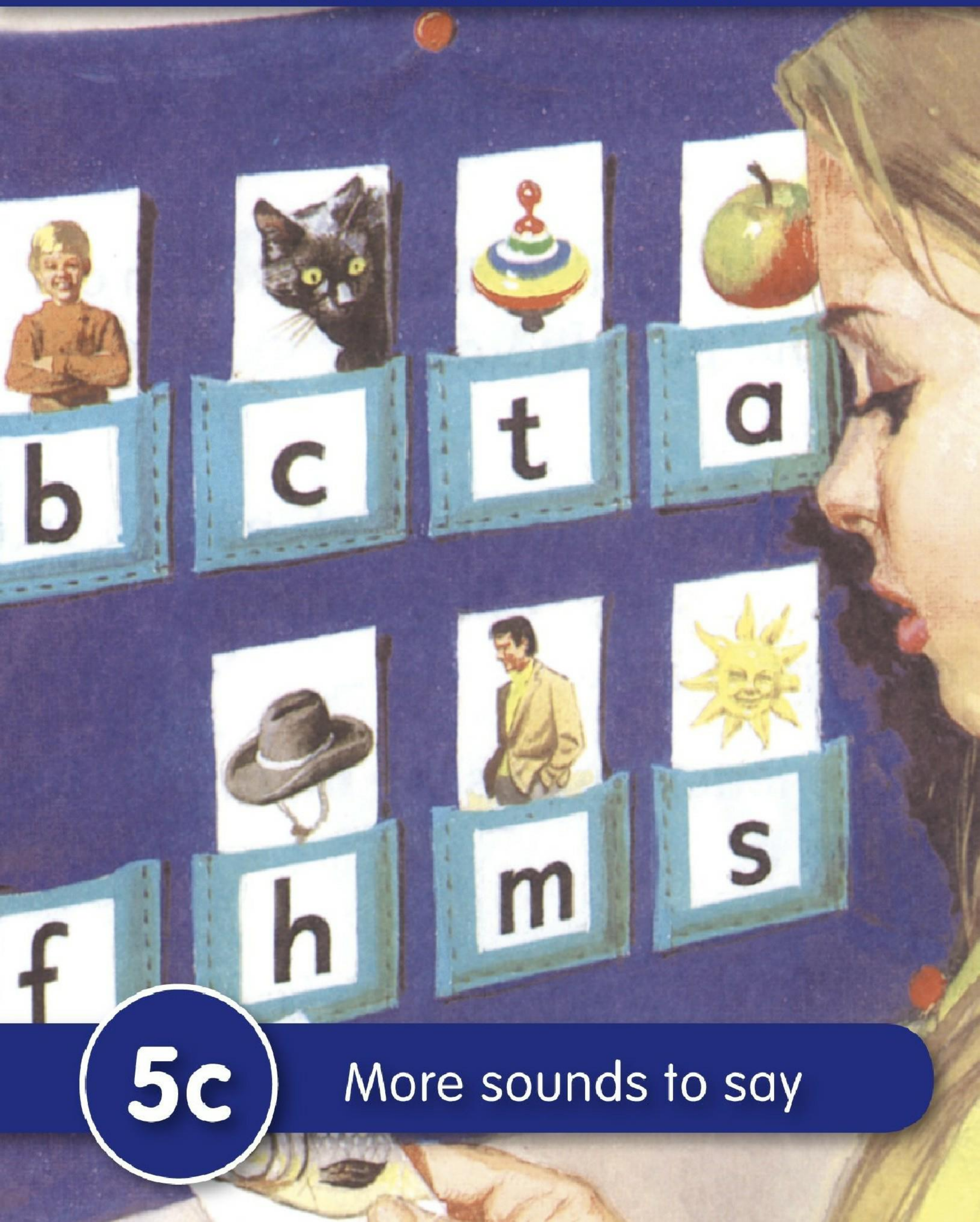




# Key Words

with Peter and Jane



5c

More sounds to say



# Key Words with Peter and Jane

**Key Words** with Peter and Jane uses the most frequently met words in the English language – scientifically researched and world renowned **Key Words** – as a starting point for learning to read successfully and confidently.

## Why are Key Words important?

**12 Key Words** make up **one quarter** of those we read and write

**100 Key Words** make up **half** of those we read and write

About **300 Key Words** account for **three quarters** of those we read and write

By learning to recognise these on sight, children will be able to understand most sentences much more easily and quickly.

## How do I get started?

Share all the books with your child. Draw your child's attention to the shape of each word: where are the tall letters? Where are the letters with parts that drop down?

Encourage your child to recognise the letters that make up each word.

The pictures in this book are intended to make the words easier to understand. Point to the pictures on the page as your child says the words to build the connection between words and what they describe.



# How do I use this scheme?

**Key Words** with Peter and Jane has three parallel series, each containing twelve books. All three series are written using the same carefully controlled vocabulary. Readers will get the most out of **Key Words** with Peter and Jane when they follow the books in the pattern 1a, 1b, 1c; 2a, 2b, 2c and so on.

- **Series a**

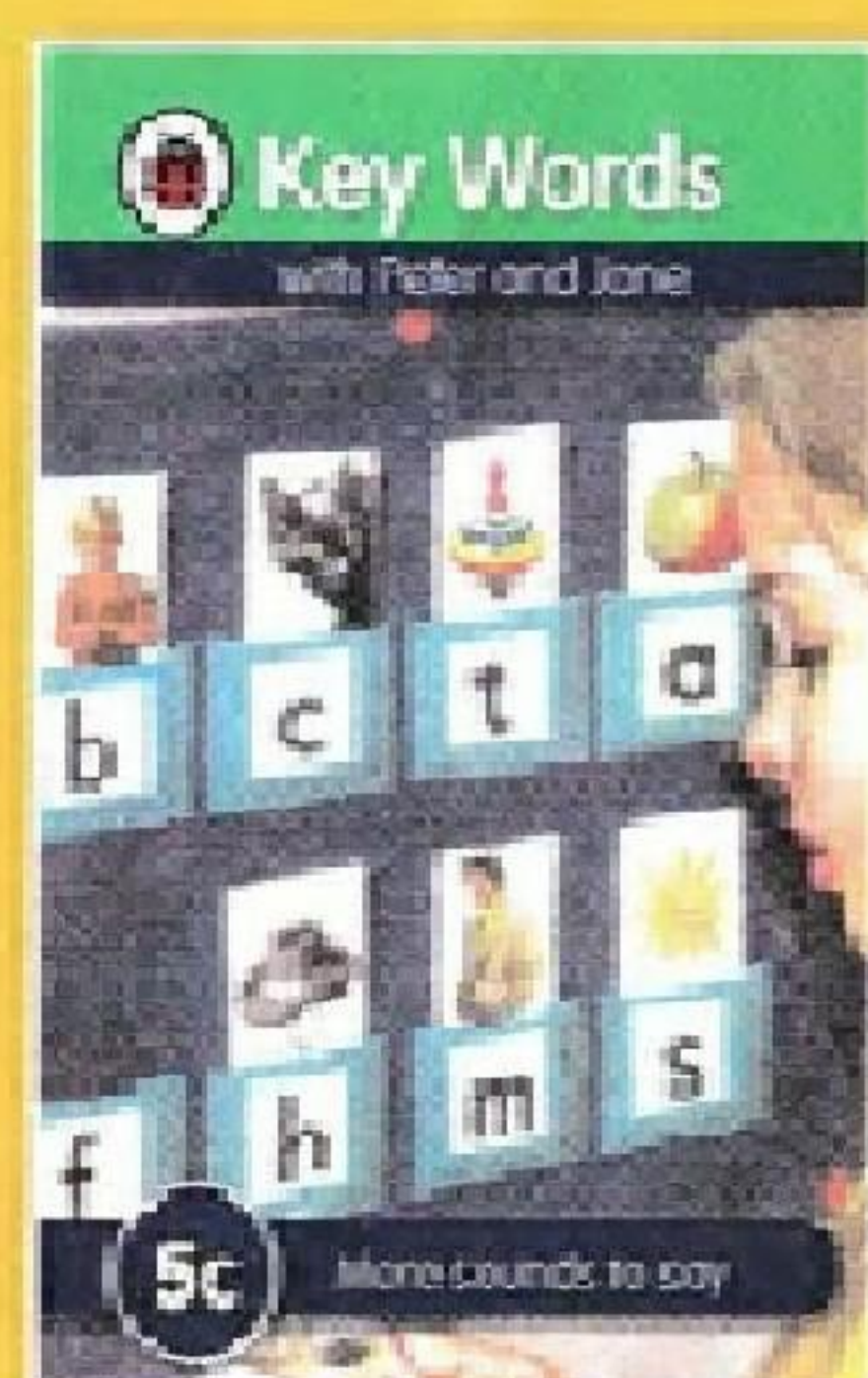
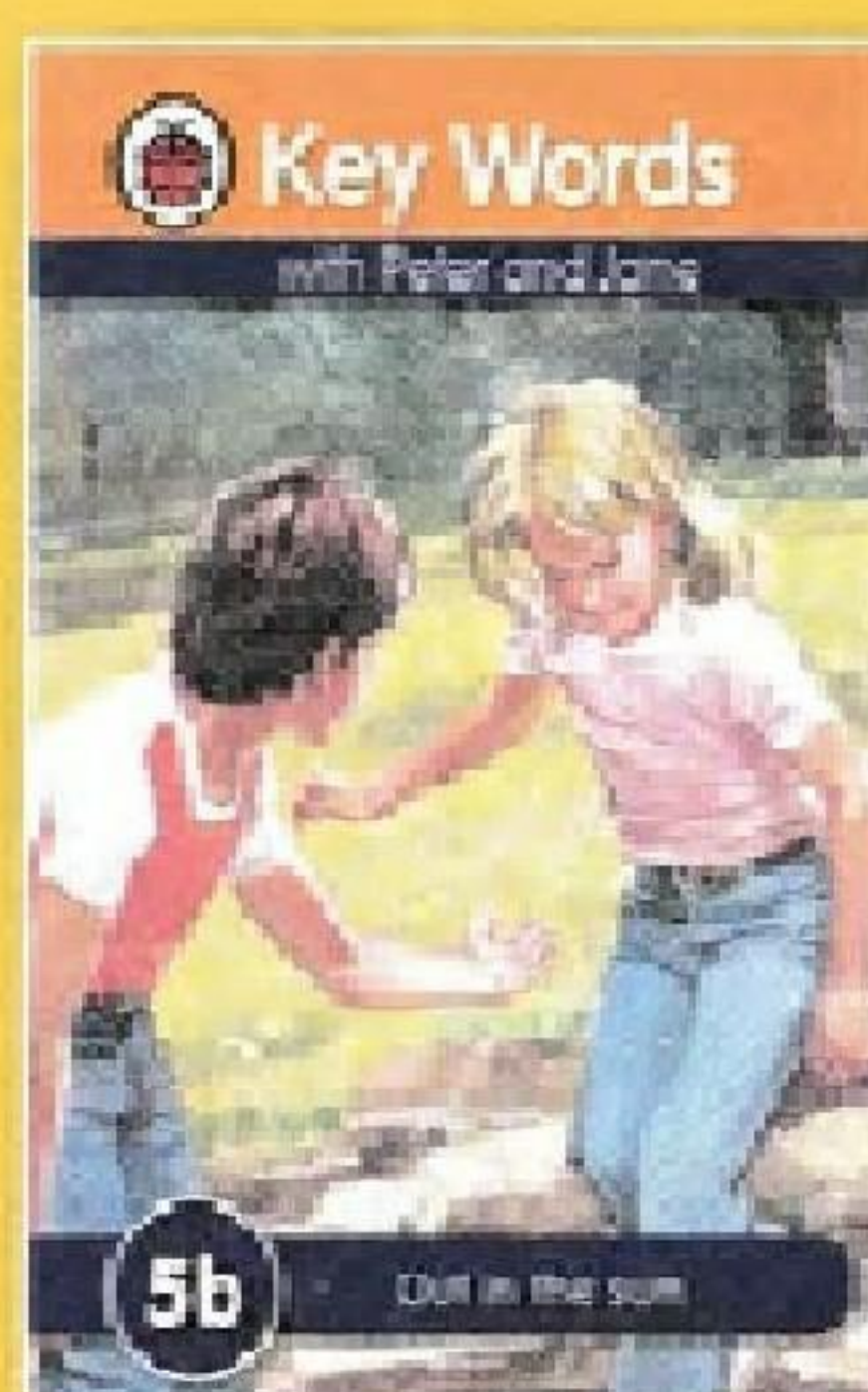
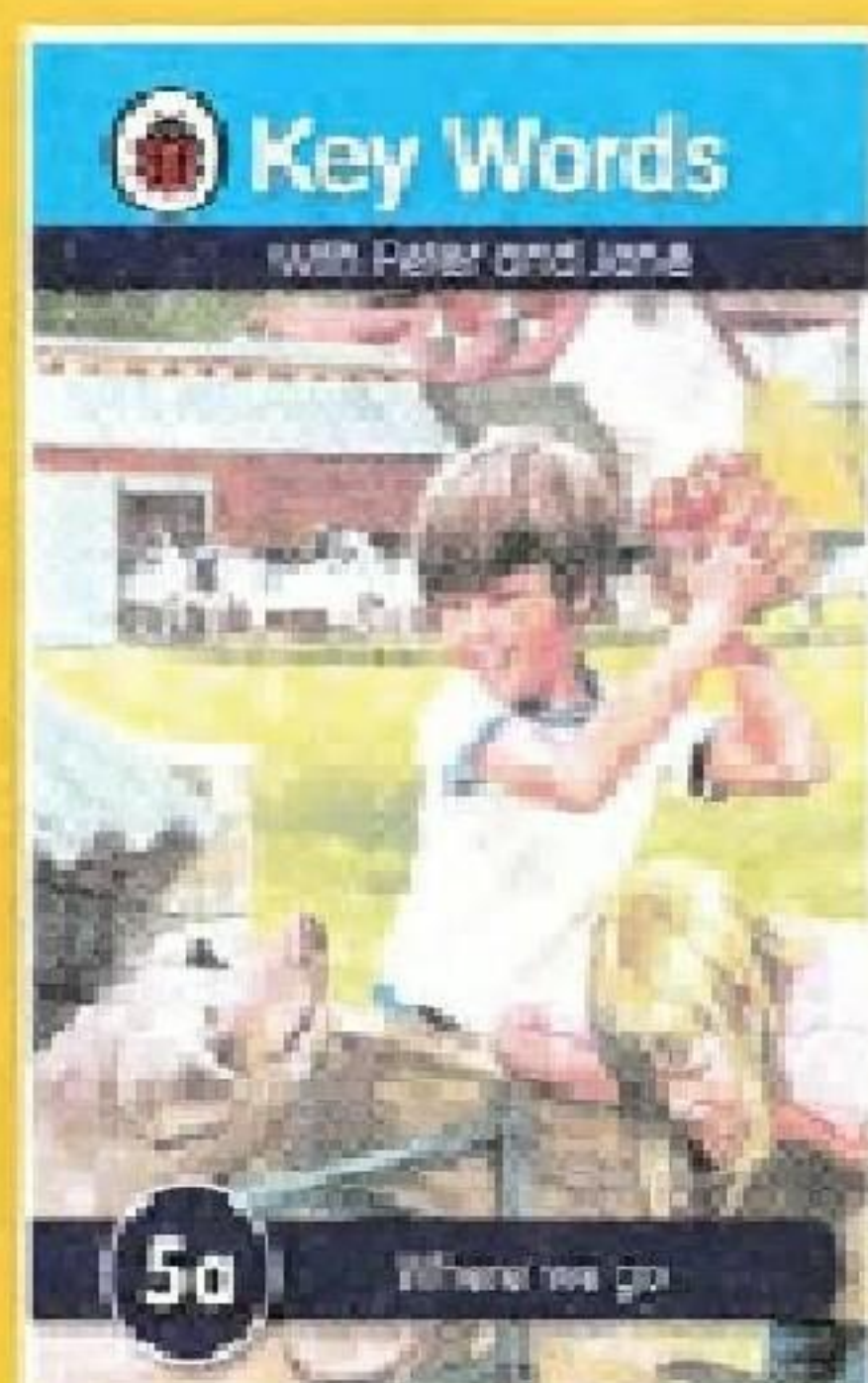
gradually introduces and repeats new words.

- **Series b**

provides further practice of these same words, but in a different context and with different illustrations.

- **Series c**

uses familiar words to teach **phonics** in a methodical way, enabling children to read increasingly difficult words. It also provides a link to writing.





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# Key Words

with Peter and Jane

5c

More sounds to say



written by W. Murray  
illustrated by J H WINGFIELD





The girl has some cards. Each card has a picture on it.

She looks at the picture on each card and puts it with the letter sound.

There are pictures of a boy, a cat, a top, an apple, a fish, a hat, a man, and the sun.

The letter sounds are **b, c, t, a, f, h, m, and s.**

*Sounds we know from Book 4c*





b



c



t



a



h



m



s

f





The boy has some cards. There is a picture on each card.

He looks at the picture on each card. Then he puts the card with the letter sound.

There are pictures of milk, some apples, a seat, a fire, a house, two, a car, and a bus.

The letter sounds are **m**, **a**, **s**, **f**, **h**, **t**, **c**, and **b**.





m



a



s



f



h

2

t

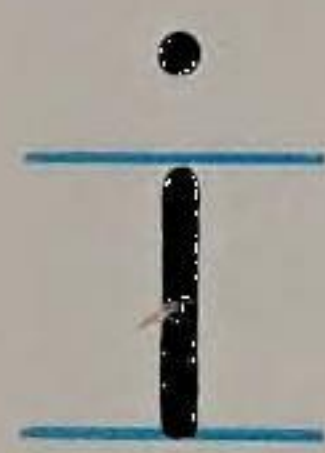


c

b





A lowercase letter 'i' is shown on a set of three horizontal blue lines. The letter has a dot above it and is positioned between the middle and bottom lines.

Here is some ink.

Say the word ink.

What is the sound  
when you start to say **ink**?

---

A lowercase letter 'i' is shown on a set of three horizontal blue lines. The letter has a dot above it and is positioned between the middle and bottom lines.

Here is an insect.

Say the word insect.

What is the sound  
when you start to say **insect**?

---

A lowercase letter 'i' is shown on a set of three horizontal blue lines. The letter has a dot above it and is positioned between the middle and bottom lines.

Here is an Indian.

Say the word Indian.

You make the **i** sound  
when you start to say **Indian**.







Here is an egg.

e

Say the word egg.

What is the sound

when you start to say **egg**?

Here is an elephant.

e

Say the word elephant.

You make the **e** sound

when you start to say **elephant**.

Here is an entrance.

e

Say the word entrance.

What is the sound

when you start to say **entrance**?

Here is an exit.

e

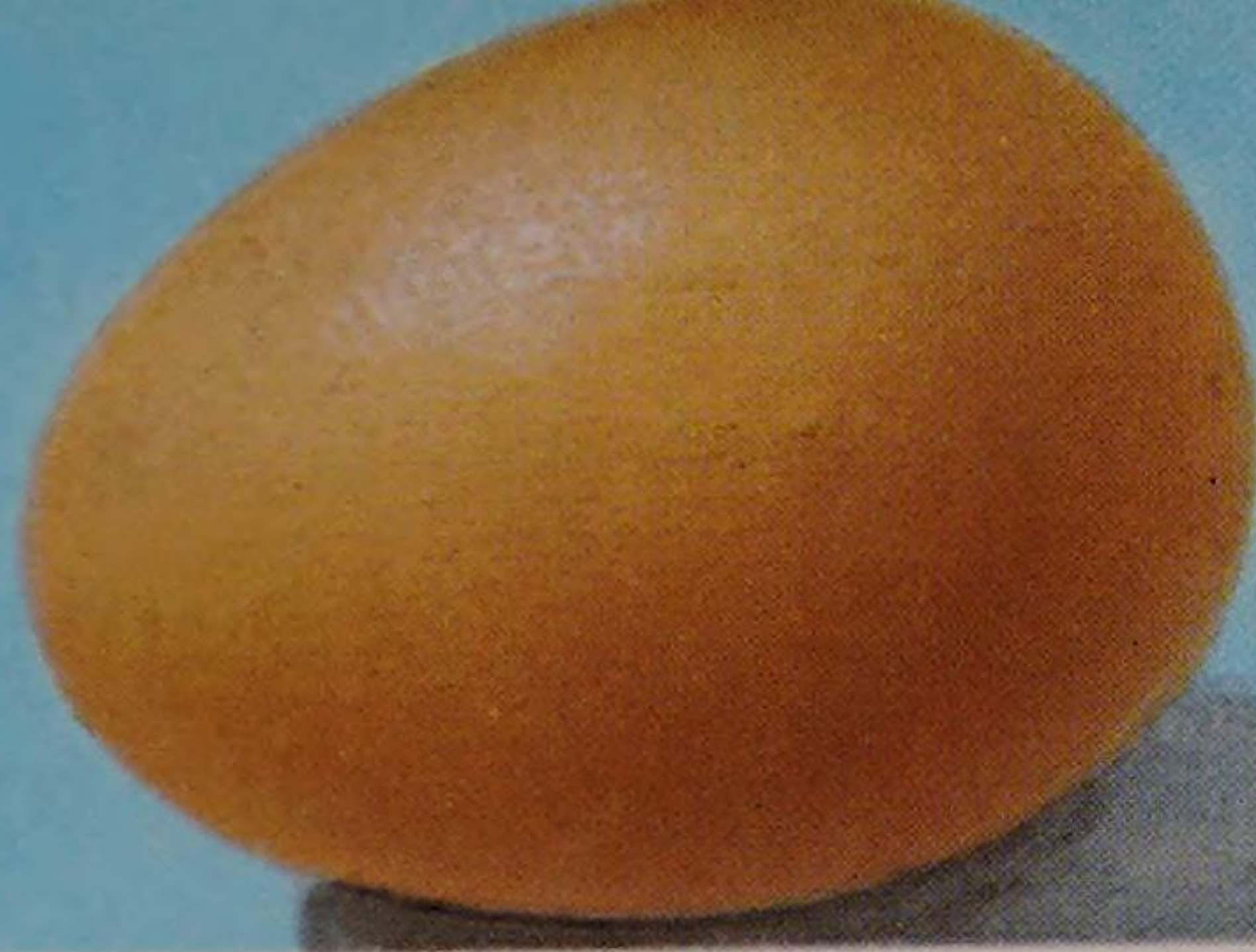
Say the word exit.

You make the **e** sound

when you start to say **exit**.



e



e



e



e





Here is an orange.

Say the word orange.

O What is the sound  
when you start to say **orange**?

Here is an ostrich.

Say the word ostrich.

O You make the **o** sound  
when you start to say **ostrich**.

Here is an ox.

Say the word ox.

O What is the sound  
when you start to say **ox**?

Here is an otter.

Say the word otter.

O You make the **o** sound  
when you start to say **otter**.







The boy is up.

u

Say the word up.

What is the sound

when you start to say **up**?

The dog is under.

u

Say the word under.

You make the **u** sound

when you start to say **under**.

It is an umbrella.

u

You say umbrella.

How do you start

when you say **umbrella**?

Here is an umpire.

u

Say the word umpire.

You make the **u** sound

when you start to say **umpire**.







You can read all the words when you  
make the sounds—

1. Dan has some ham.

The ham is not fat.

2. Jill has a hat.

Jill has a cat.

3. Bob is in a hut.

He has a bat.

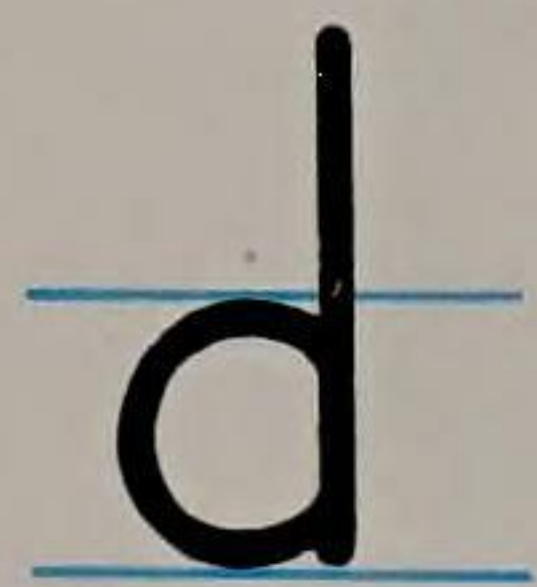
4. It is hot.

Tom is fit.





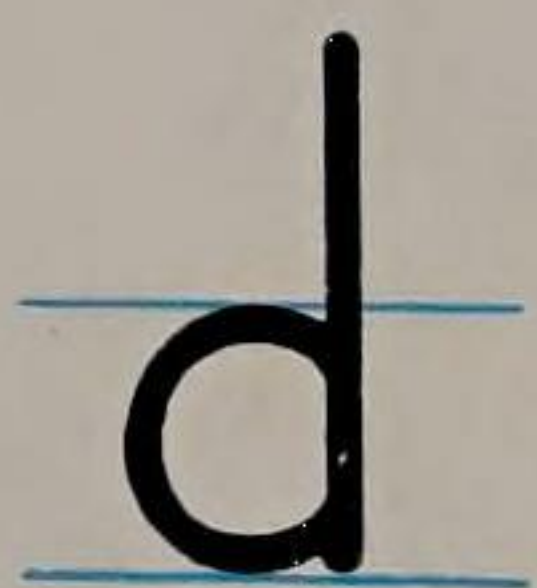


The letter 'd' is shown on a set of three horizontal blue lines. The letter is formed by a vertical line starting from the top line, going down to the bottom line, and then a circular stroke starting from the middle line, going down and around to the left, ending at the middle line.

Here is a dog.

I can say dog.

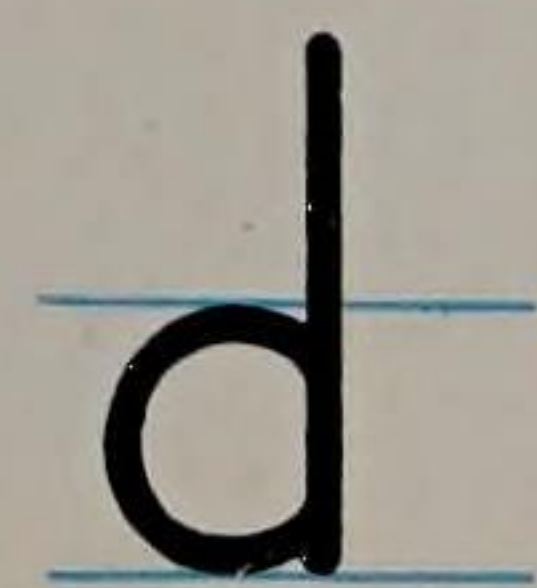
It starts with **d**.

The letter 'd' is shown on a set of three horizontal blue lines. The letter is formed by a vertical line starting from the top line, going down to the bottom line, and then a circular stroke starting from the middle line, going down and around to the left, ending at the middle line.

Here is a doll.

I can say doll.


It starts with **d**.

The letter 'd' is shown on a set of three horizontal blue lines. The letter is formed by a vertical line starting from the top line, going down to the bottom line, and then a circular stroke starting from the middle line, going down and around to the left, ending at the middle line.

Here is a door.

I can say door.

It starts with **d**.

The letter 'd' is shown on a set of three horizontal blue lines. The letter is formed by a vertical line starting from the top line, going down to the bottom line, and then a circular stroke starting from the middle line, going down and around to the left, ending at the middle line.

Here is a duck.

I can say duck.

It starts with **d**.



d



d



d



d





This is a girl.

g

We can say girl.

It starts with **g**.

---

This is a gun.

g

We can say gun.

It starts with **g**.

---

This is a gate.

g

We can say gate.

It starts with **g**.

---

This is a goose.

g

We can say goose.

It starts with **g**.



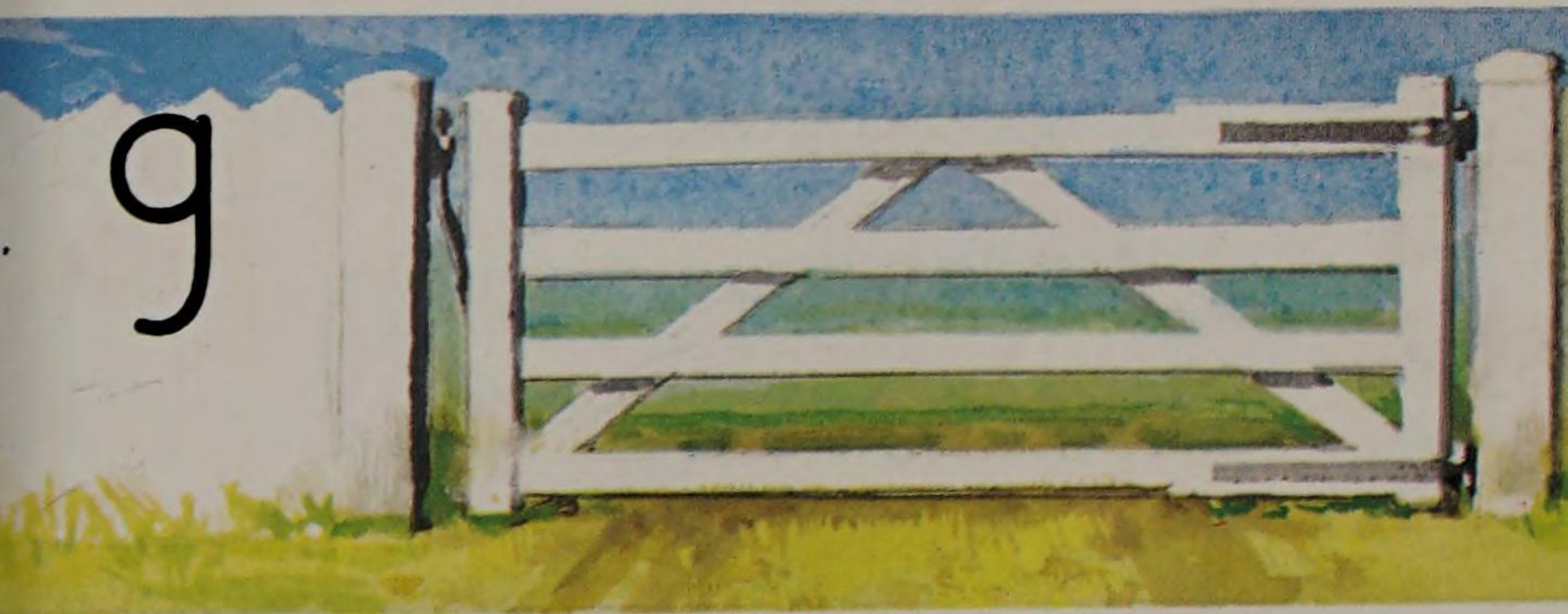
g



g



g



g



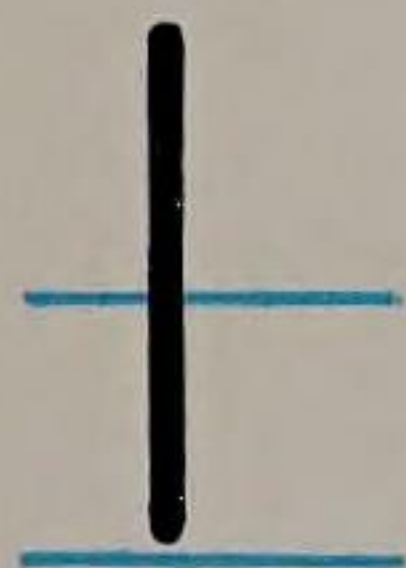




It is a letter.

You say letter.

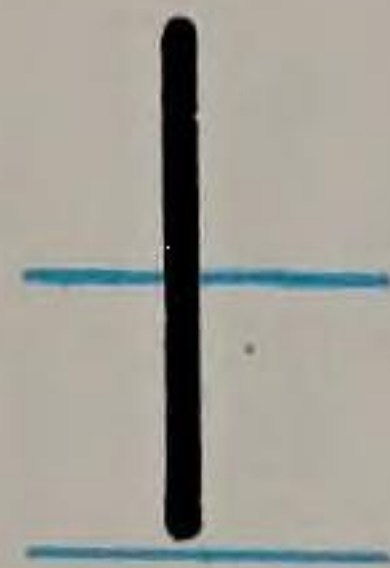
It starts with **l**.



It is a log.

You say log.

It starts with **l**.



It is a leg.

You say leg.

It starts with **l**.

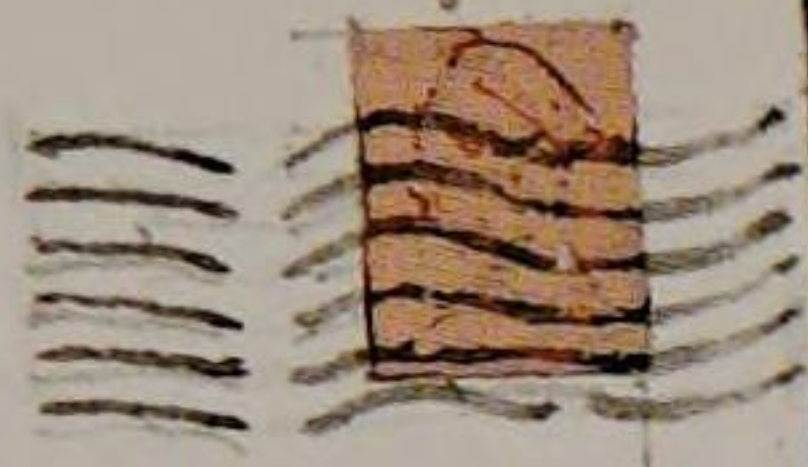


It is a lorry.

You say lorry.

It starts with **l**.





Miss Ladybird  
Beeches Rd  
Loughborough





We see a net.

n

We can say net.

It starts with **n**.

We see a nest.

n

We can say nest.

It starts with **n**.

We see a nine.

n

We can say nine.

It starts with **n**.

We see a nurse.

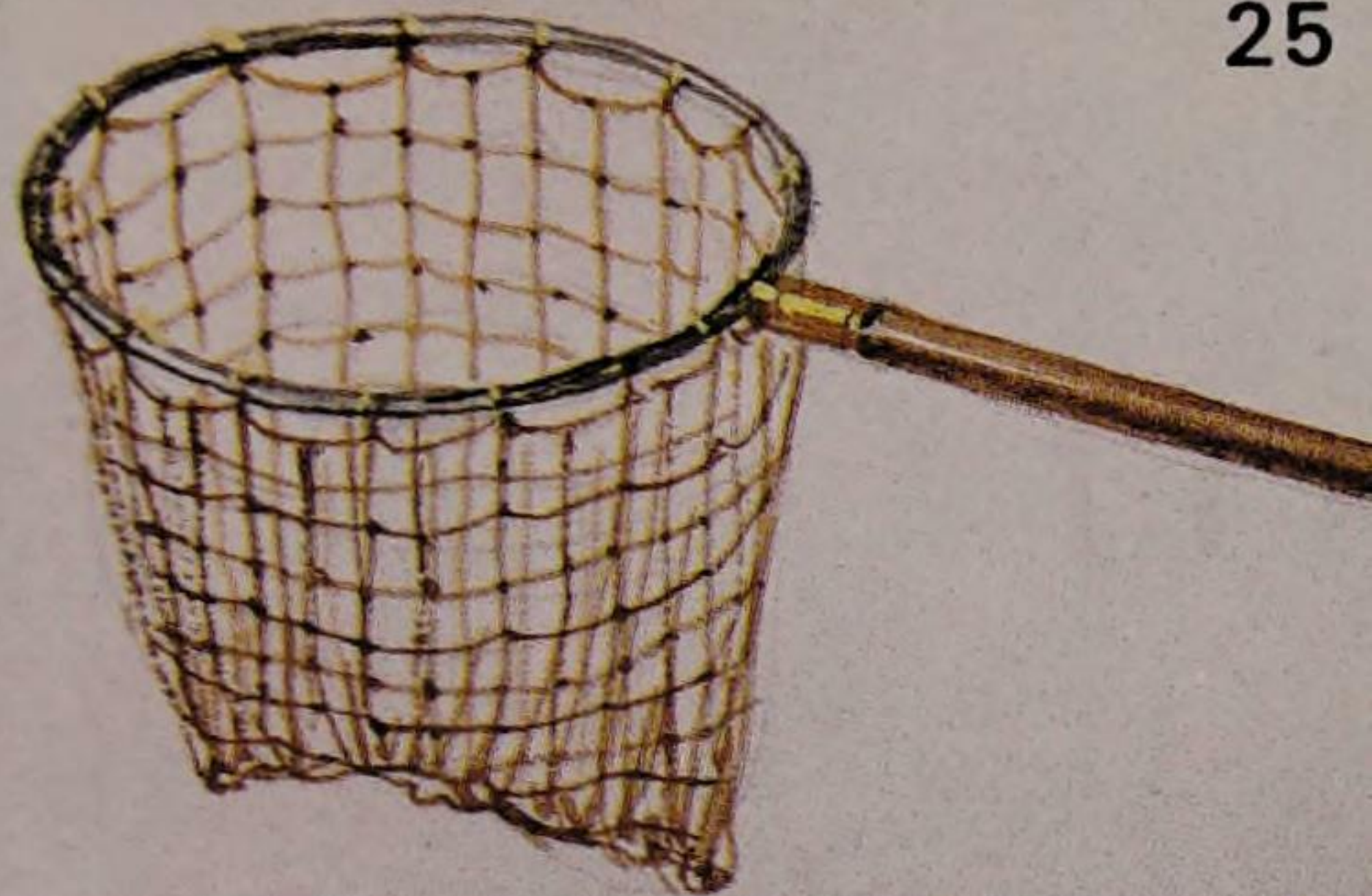
n

We can say nurse.

It starts with **n**.



n



n



n

9

n

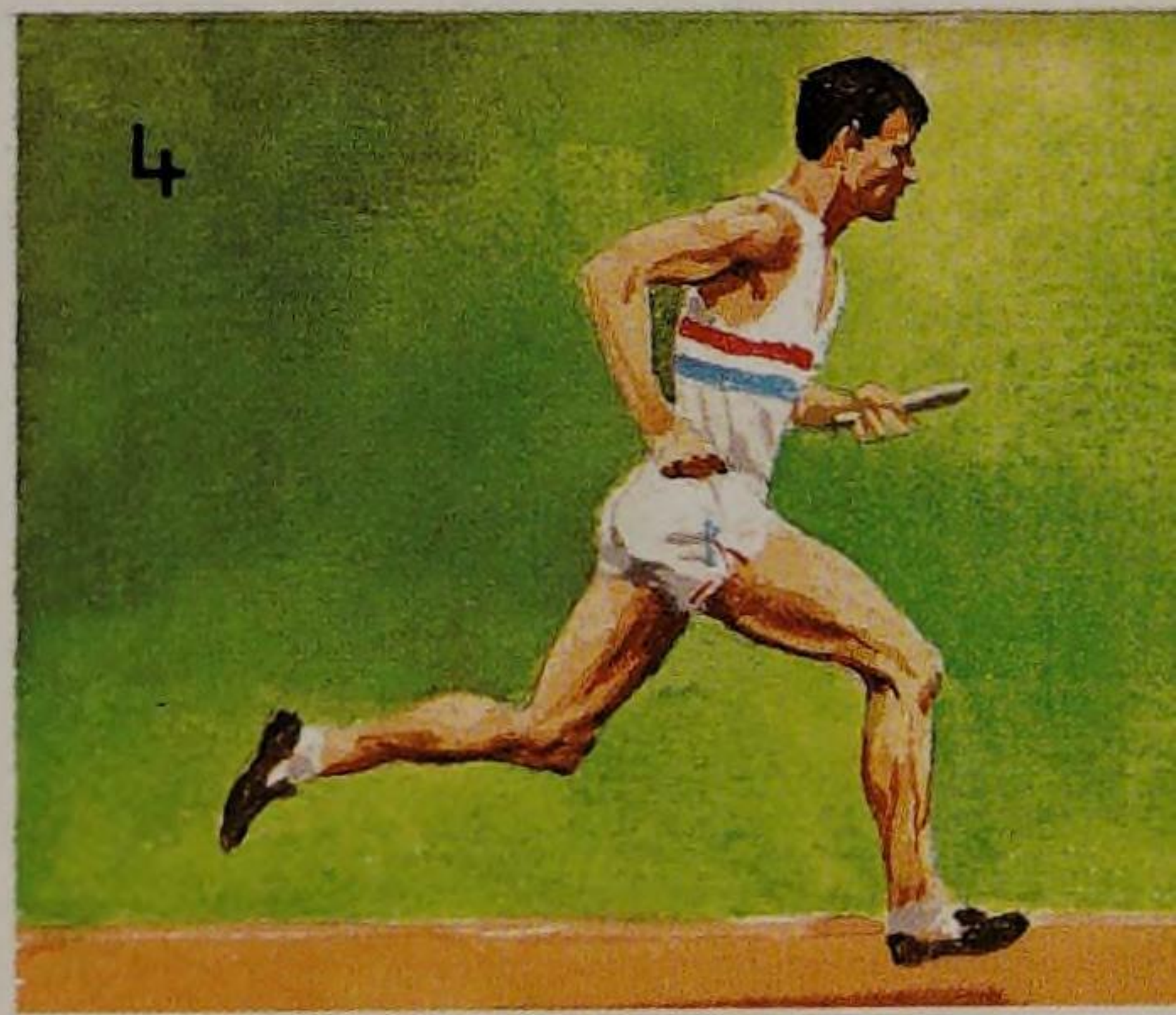




You can read all the words when you  
make the sounds—

1. The bag is big.  
It is a big bag.
2. The dog is hot.  
It is hot in the sun.
3. It is a cat.  
It is a fat cat.
4. He is fit.  
He is a fit man.
5. He has a bat.  
He puts the bat in the hut.
6. He has a tin.  
It is ham in the tin.
7. He is in bed.  
He has cut his leg.
8. The sun is hot.  
It is not hot in the hut.







Peter and Jane are going out this afternoon. They know a brother and sister who have a boat. The boy is Sam and the girl is Bess. Peter and Jane are going to see them this afternoon on the boat.

“We will go by bus and then walk there,” says Peter. “I know how to get to the boat.”

**Copy out and complete—**

1. Peter and Jane will —o by bus.
2. The —irl is Bess.
3. The boy —s Sam.
4. Peter and Jane —ike Sam and Bess.

The answers are on Page 48









Peter says he knows which bus to take. Soon they are on the top of the bus as it is going up the street. They talk about the boat and about Sam and Bess.

They get off the bus and walk up a hill. "We'll see the boat from the top of the hill," says Peter.

**Copy out and complete—**

1. Peter says "Here —s the bus."
2. It is going —p the street.
3. They get —ff the bus.
4. They walk up the —ill.







As the brother and sister get to the top of the hill they look down at the water. Now they can see where the boat is.

Peter points to the water. "There it is," he says. "I said so. You can see it down there."

"We must go down now," says Jane. "Come on, let's run down to the water."

**Copy out and complete—**

1. They g—t to the top of the hill.
2. "There —t —s," says Peter.
3. "I can —ee it," says Jane.
4. She says, "We must go  
down —ow."







Peter and Jane run down to the water. They soon get there. Then the other children on the boat see Peter and Jane.

"Dad will come and get you in our little boat," says Sam.

Peter and Jane see Sam's dad get into the little boat.

"Here he comes," says Peter. "He will take us to the boat."

**Copy out and complete—**

1. Bess and Sam are —n the boat.
2. Peter and Jane —ook at the boat.
3. "Dad will come and —et you," says Sam.
4. Peter says, "He will —ake us to the boat."







Jane and Peter are with Sam's dad in the little boat. They will soon be on the boat with Sam and Bess.

"It's a big boat," says Jane. "I like it."

"It's good of you to ask us to come," says Peter to Sam's dad.

"We like to have you with us," he says. "You must come again."

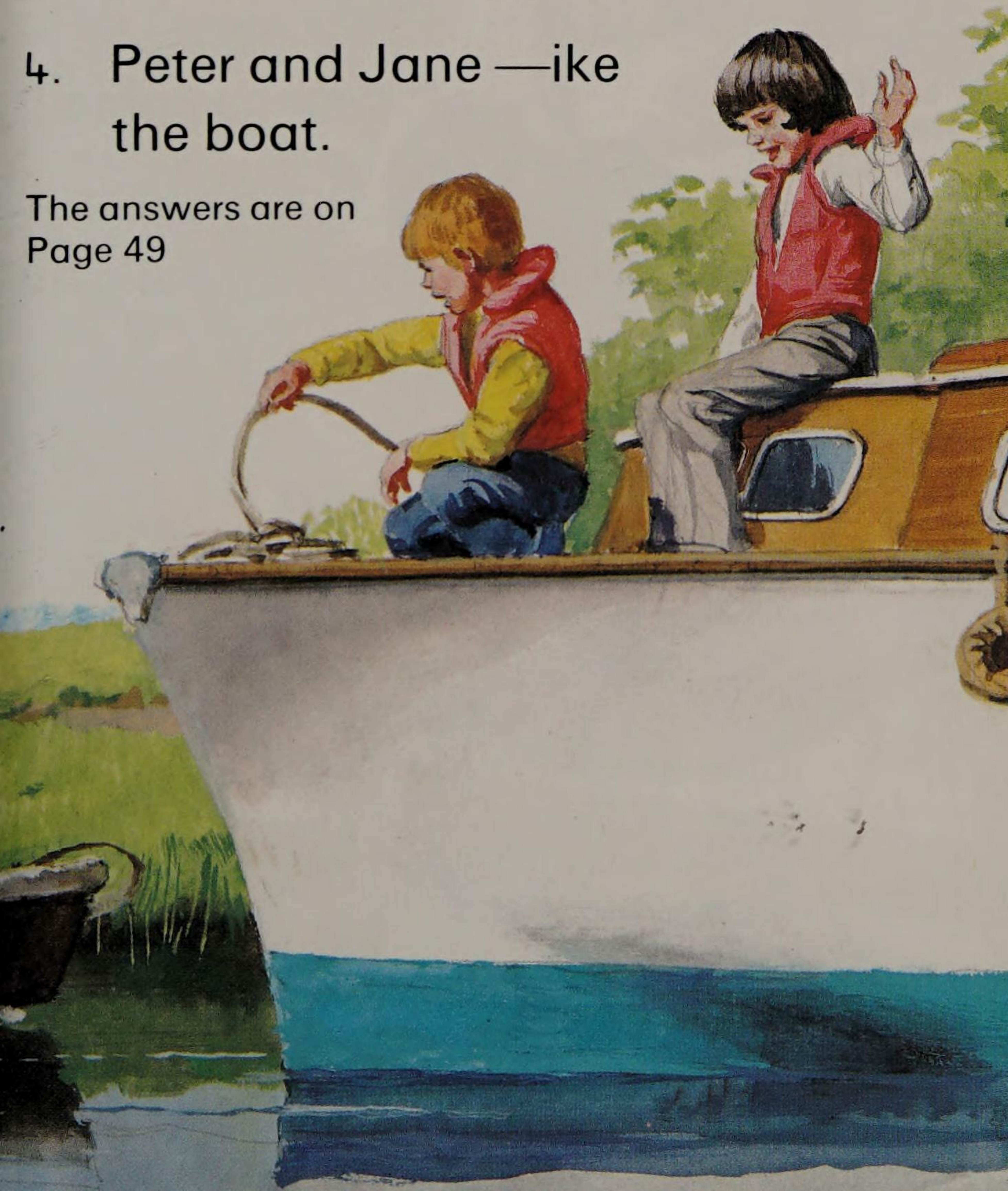




**Copy out and complete—**

1. Peter and Jane are —n the water.
2. Sam's —ad has a little boat.
3. The boat is a —ig —oat.
4. Peter and Jane —ike  
the boat.

The answers are on  
Page 49









The four children are on the big boat.  
The girls look on, as the boys fish.

Sam has a fish in his hand. "This makes five," he says.

"Some girls fish," says Bess, "but I do not like to."

"No," says Jane, "I do not want to fish. Let the boys do the work."

Sam's mum and dad sit on chairs in the sun.

**Copy out and complete—**

1. The girls —o—ot like to fish.
2. Sam has a fish in —is—and.
3. The boys have —ive—ish.
4. Sam's mum and dad —it in the —un.

The answers are on Page 49



Jane helps Bess and her mum to get the tea. She likes to do this.

The two boys play on the boat.

Peter says he is the look-out. "I see some more boats from here," he says.

Sam says, "Look at me. I can make the boat go."

Bess looks out. "Come in for tea," she says.

**Copy out and complete—**

1. Jane —elps to get the —ea.
2. "I will —e the look-out," says Peter.
3. Sam says, "Look —t —e."
4. Bess says, "—ome in for tea."







They eat eggs or fish for tea. After they have had tea, Sam's dad says that they are going to the shops. He gives the children some money.

"Help me to start the boat," he says to the boys. Sam and Peter pull in the little boat.

Sam's dad starts the big boat, and soon it is going by the other boats.

**Copy out and complete—**

- 1 I like to eat —ggs.
2. "Let —s help Dad," says Sam.
3. Sam's —ad starts the boat.
4. Jane has a —et.











Sam says that one afternoon he saw a little boy in danger in the water. "I ran to get some men to help," he says.

"I was there," says Bess. "I saw the men pull the little boy out of the water."

Soon they all come to the shops. They look in the windows and then they go into a shop.

**Copy out and complete—**

1. Sam —aw the little boy.
2. The —oy was in the water.
3. "I ran to g—t some m—n," Sam says.
4. Bess says, "I saw the men —elp the boy."







They are all in the shop. Bess wants a hat for the boat. The girl in the shop has four or five hats that Bess likes.

Jane sees a little pig in the shop. "Look," she says to Bess. "You can put money in this little pig."

The boys look at things for boats. They talk to the man in the shop about them.

**Copy out and complete—**

1. Bess wants a —at.
2. You —an put —oney in the pig.
3. The boys are —n the shop.
4. They look at things —or boats.



Pages 48 to 50 give the answers to the written exercises in the book.

---

- Page 28*
- 1 Peter and Jane will go by bus.
  - 2 The girl is Bess.
  - 3 The boy is Sam.
  - 4 Peter and Jane like Sam and Bess.
- 

- Page 30*
- 1 Peter says, "Here is the bus."
  - 2 It is going up the street.
  - 3 They get off the bus.
  - 4 They walk up the hill.
- 

- Page 32*
- 1 They get to the top of the hill.
  - 2 "There it is," says Peter.
  - 3 "I can see it," says Jane.
  - 4 She says, "We must go down now."



- 
- Page 34*
- 1 Bess and Sam are on the boat.
  - 2 Peter and Jane look at the boat.
  - 3 "Dad will come and get you," says Sam.
  - 4 Peter says, "He will take us to the boat."
- 

- Page 37*
- 1 Peter and Jane are on the water.
  - 2 Sam's dad has a little boat.
  - 3 The boat is a big boat.
  - 4 Peter and Jane like the boat.
- 

- Page 39*
- 1 The girls do not like to fish.
  - 2 Sam has a fish in his hand.
  - 3 The boys have five fish.
  - 4 Sam's mum and dad sit in the sun.



- Page 40*
- 1 Jane helps to get the tea.
  - 2 "I will be the look-out," says Peter.
  - 3 Sam says, "Look at me."
  - 4 Bess says, "Come in for tea."
- 

- Page 42*
- 1 I like to eat eggs.
  - 2 "Let us help Dad," says Sam.
  - 3 Sam's dad starts the boat.
  - 4 Jane has a net.
- 

- Page 45*
- 1 Sam saw the little boy.
  - 2 The boy was in the water.
  - 3 "I ran to get some men," Sam says.
  - 4 Bess says, "I saw the men help the boy."
- 

- Page 47*
- 1 Bess wants a hat.
  - 2 You can put money in the pig.
  - 3 The boys are in the shop.
  - 4 They look at things for boats.



*Revision—*

<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>
apple	egg	is	on	us
as	elephant	in	off	up
at	entrance	ink	orange	under
an	exit	inch	ostrich	umbrella
and		insect	ox	umpire
away		Indian	otter	

<b>d</b>	<b>g</b>	<b>l</b>	<b>n</b>
dog	get	let	net
doll	game	leg	nest
door	gate	letter	nine
duck	girl	log	no
Dad	goose.	look	not
	gun	lorry	now
			nurse

*Sounds from Book 4c*

**a      b      c      f      h      m      s      t**

***Now read Book 6a***



## Words used

---

This Book 5c provides the link with writing for the words in the Readers 5a and 5b in the Ladybird Key Words Reading Scheme. It also develops the phonic approach introduced in Book 4c.

All the 46 new words in the parallel Readers 5a and 5b are used in this Book 5c, together with the extra words in Book 4c selected to assist phonic training.

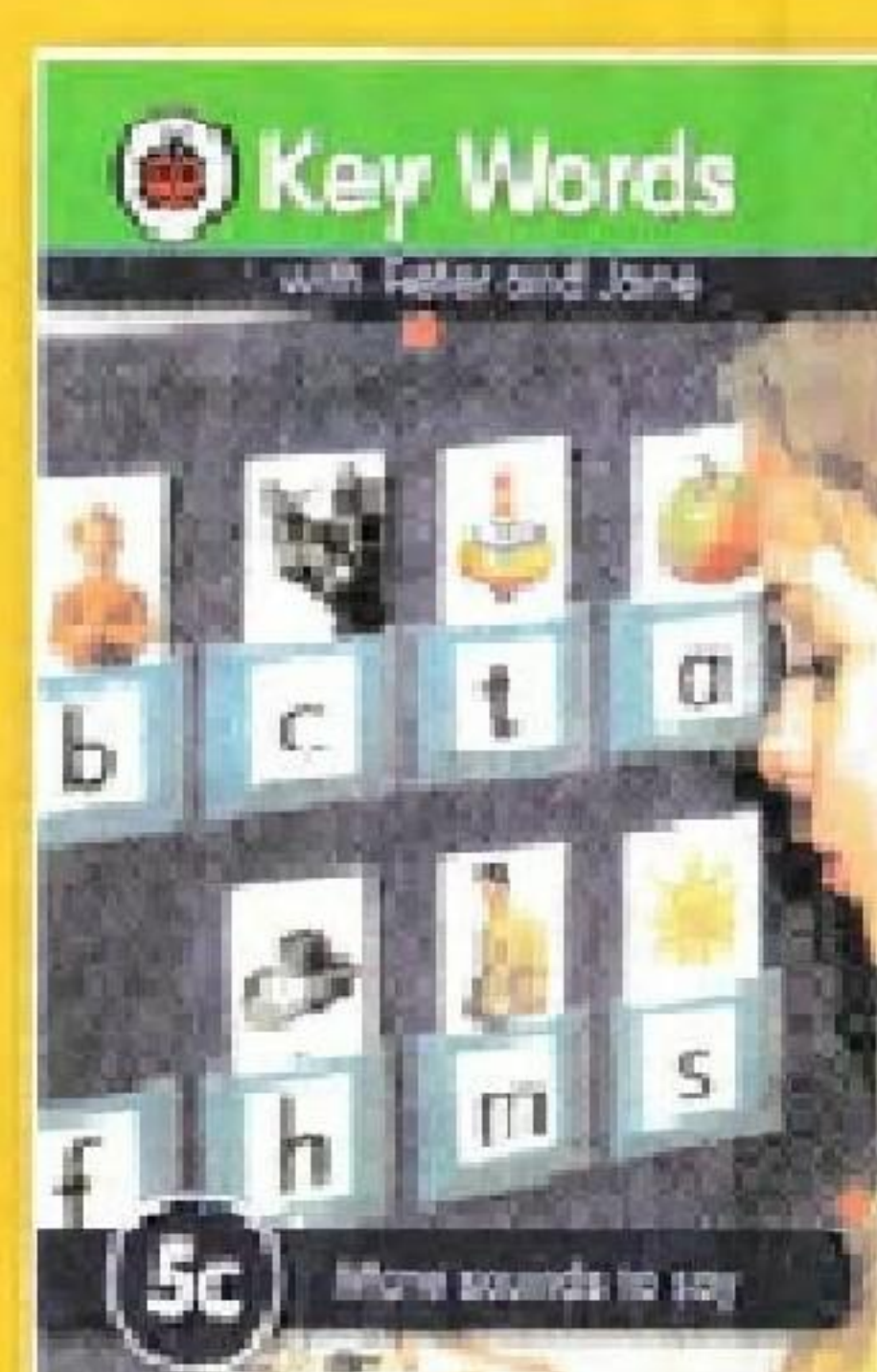
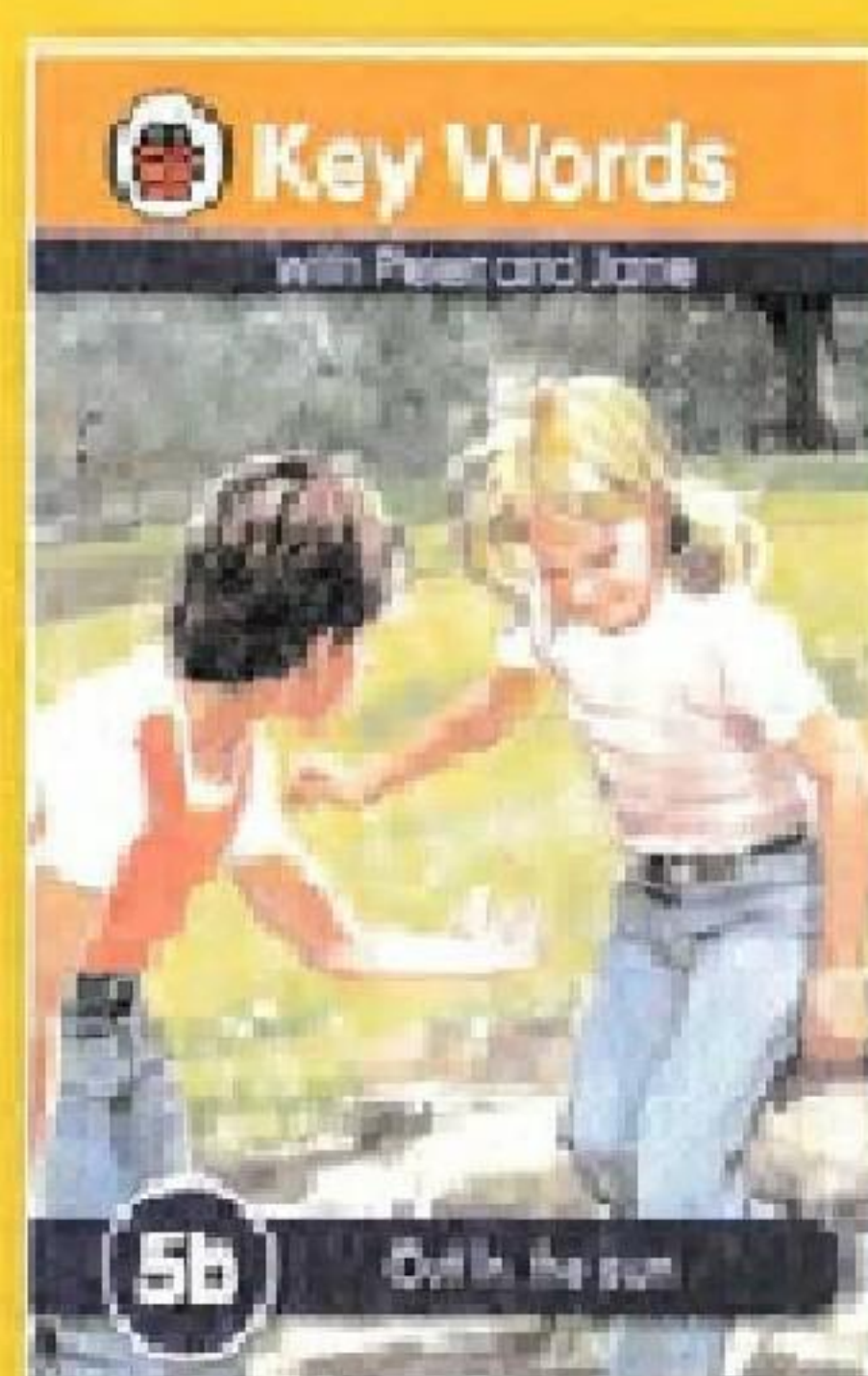
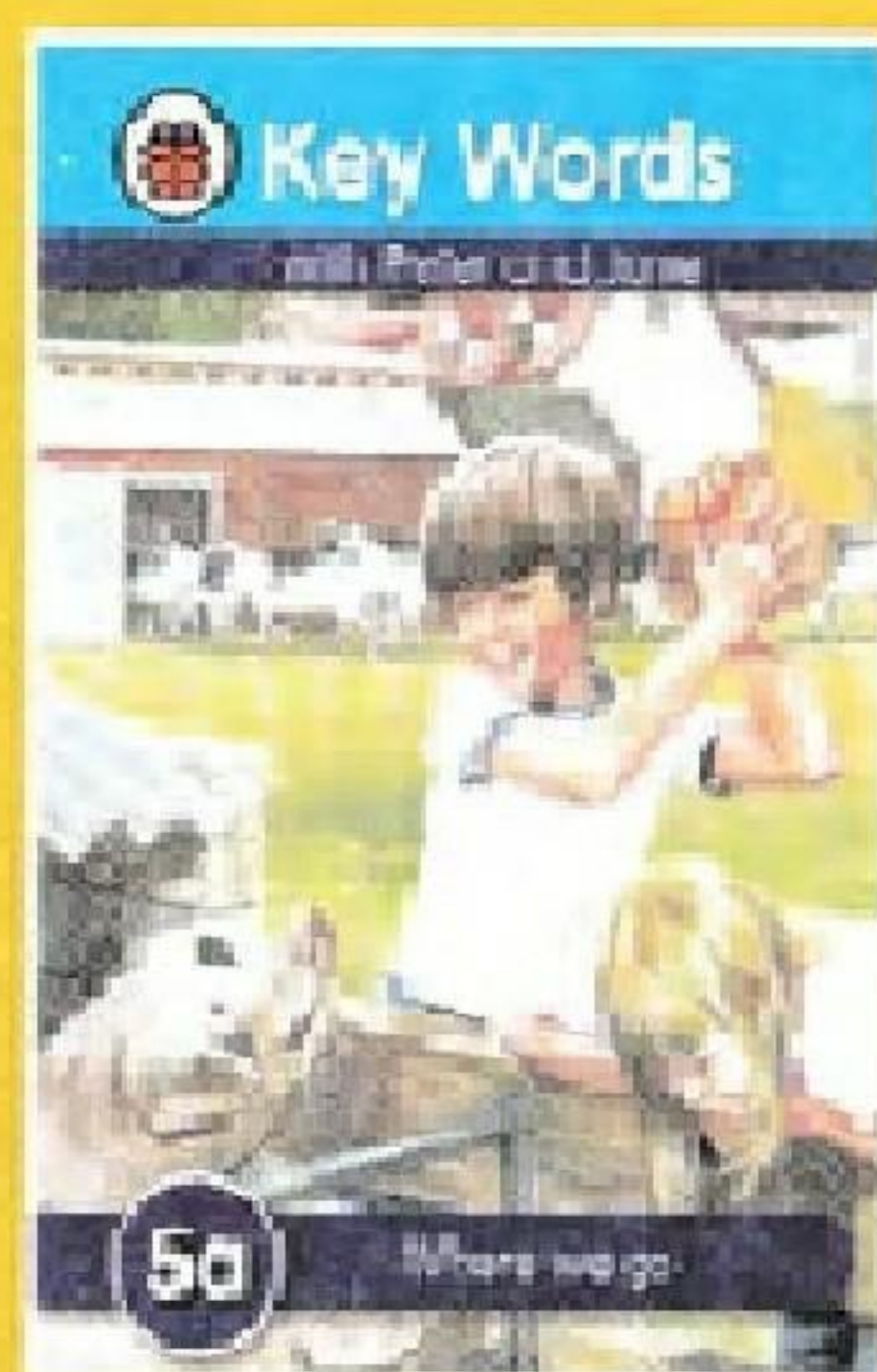
Additional words used in the phonic section of this book are as follows—

*Key Words:* doll, door, egg, entrance, exit, hot, ink, under, when.

*Other words :* Bess, Bob, cut, Dan, duck, elephant, fit, gate, goose, gun, ham, hut, inch, Indian, insect, Jill, leg, log, lorry, nest, net, nine, nurse, orange, ostrich, otter, ox, Sam, start, Tom, tin, umbrella, umpire.



# Titles in Key Words with Peter and Jane



## Series a

- 1a Play with us
- 2a We have fun
- 3a Things we like
- 4a Things we do
- 5a Where we go
- 6a Our friends
- 7a Happy holiday
- 8a Sunny days
- 9a Games we like
- 10a Adventure on the island
- 11a Mystery on the island
- 12a The holiday camp mystery

## Series b

- 1b Look at this
- 2b Have a go
- 3b Boys and girls
- 4b Fun at the farm
- 5b Out in the sun
- 6b We like to help
- 7b Fun and games
- 8b The big house
- 9b Jump from the sky
- 10b Adventure at the castle
- 11b The carnival
- 12b Mountain adventure

## Series c

- 1c Read and write
- 2c I like to write
- 3c Let me write
- 4c Say the sound
- 5c More sounds to say
- 6c Reading with sounds
- 7c Easy to sound
- 8c Fun with sounds
- 9c Enjoying reading
- 10c Learning is fun
- 11c Books are exciting
- 12c The open door to reading





# Key Words

with Peter and Jane

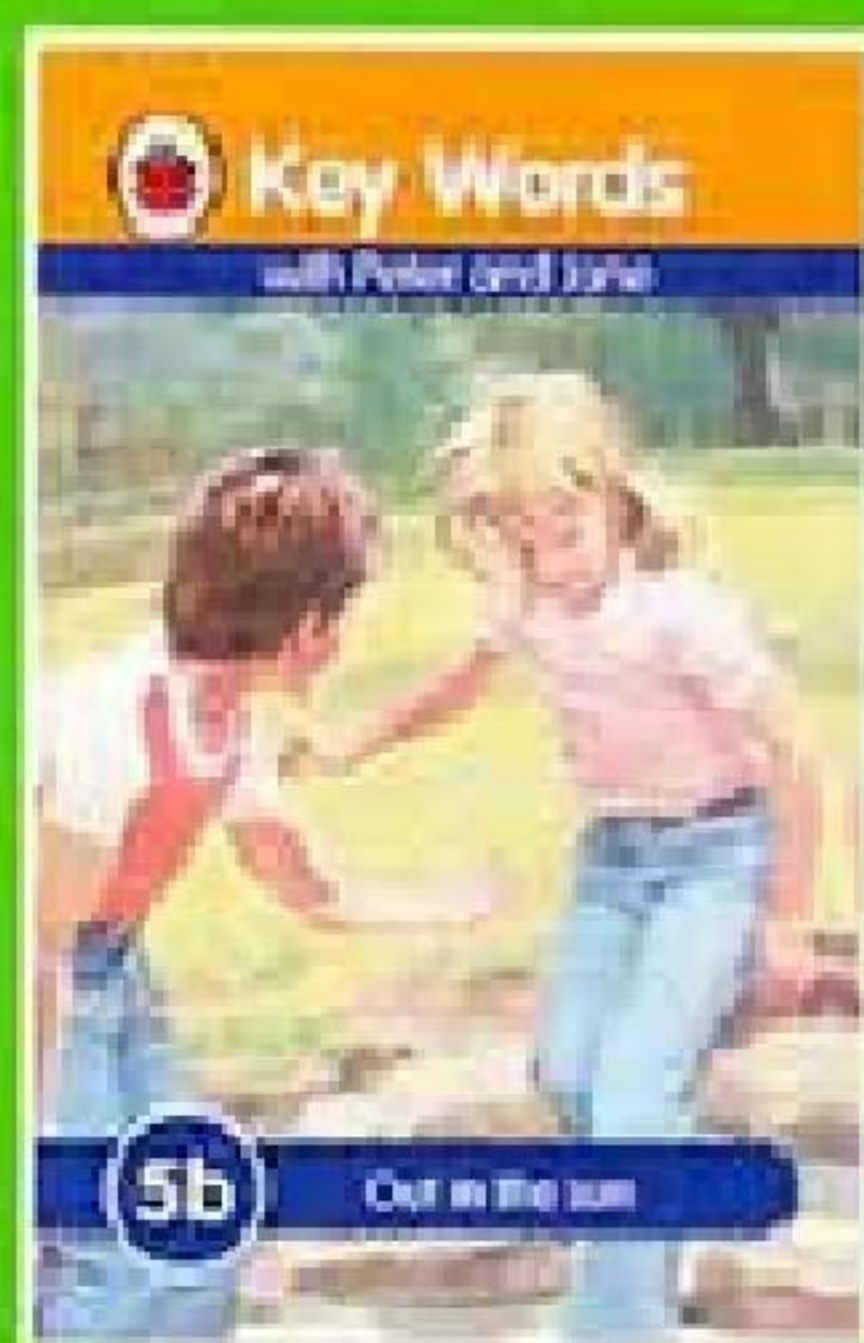
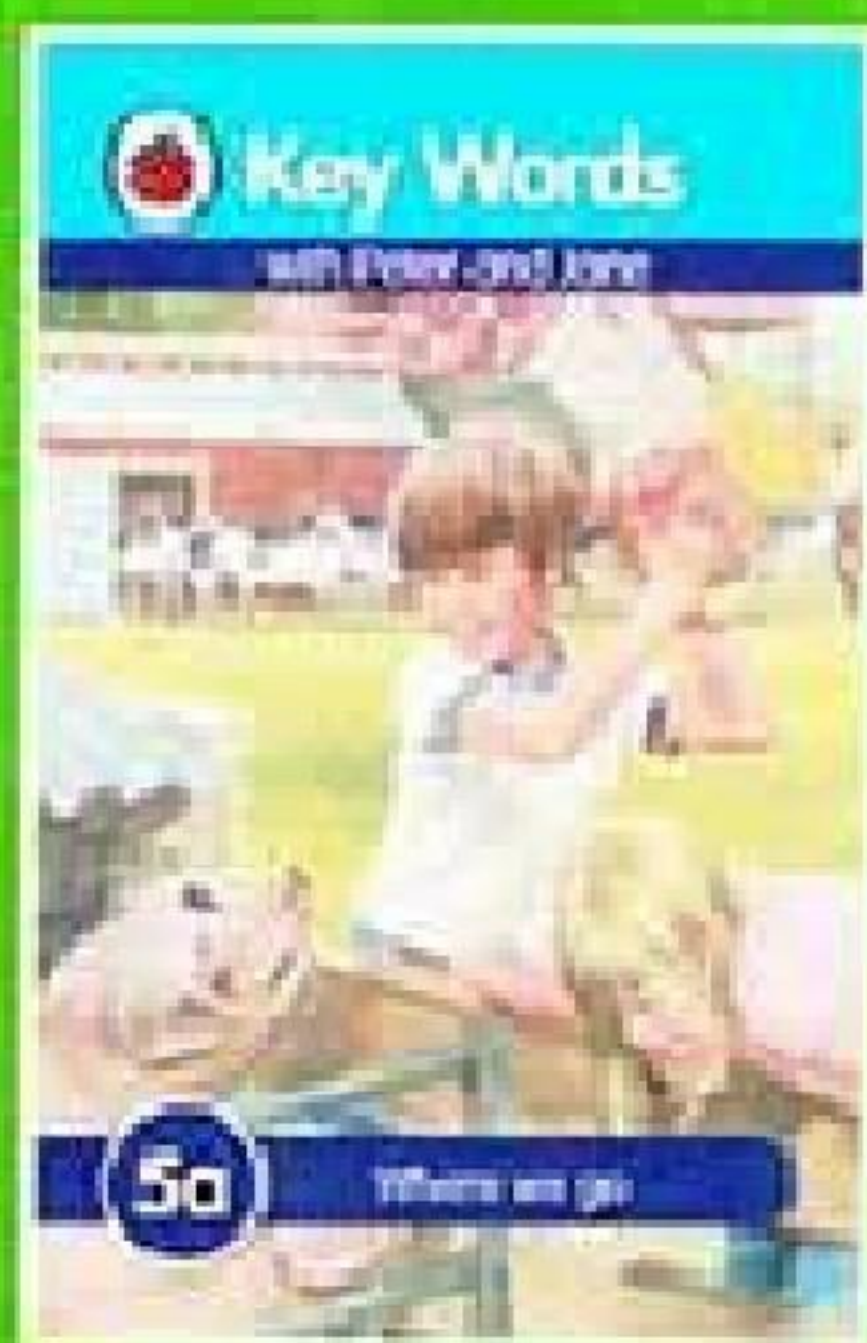
by W. Murray

With 90 million copies sold worldwide,  
Key Words with Peter and Jane  
is the springboard to reading for life.

100 Key Words make up half  
of all those we read and write.

This essential vocabulary is carefully introduced,  
practised and developed throughout the scheme.

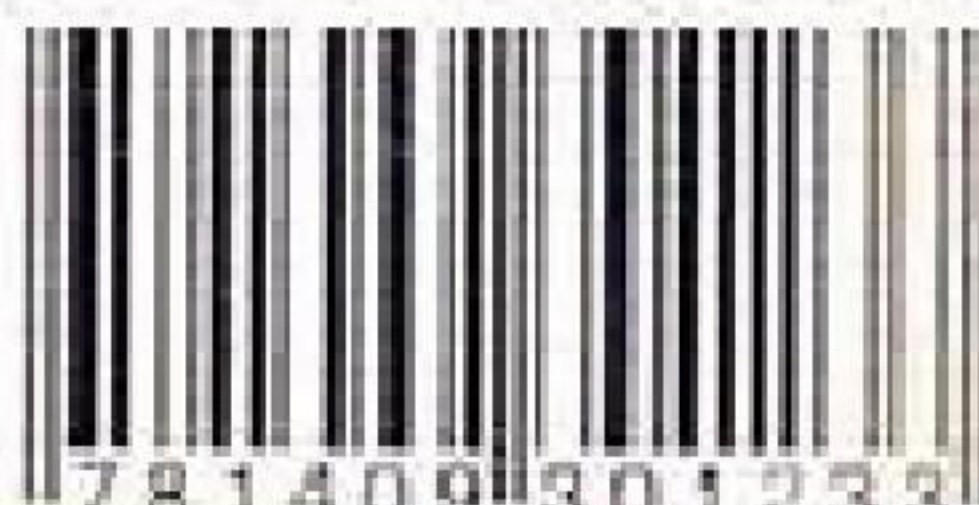
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